

# S A F E T Y

# E

Two Sections • Section One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

**SAFETY EDUCATION** is the official publication of the School and College Division of the Council.

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# S A F E T Y

Volume

No. 7

Section  
One

# E<sup>Education</sup>

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Cover Picture—Sand-lot baseball, the sport of Spring for every young person with all its thrills and excitement. For the ultimate in enjoyment, all safe practices should be followed.

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Inspection of tools and working conditions will help inject safety into student work habits.



## Objectives **FOR SAFETY**

by ROLAND P. BLAKE

**I** BELIEVE every member of every school shop faculty realizes the importance of preventing school shop injuries. The fact that available statistics point toward a low student injury rate in the school shop indicates that on the whole, these faculties are doing something about safety.

But is the prevention of student injury the whole objective or even the main objective of a school shop-safety program?

It seems to me another objective—one much more comprehensive and difficult to achieve—should be the major one; namely, developing safety consciousness.

The standard the school shop should undertake to reach and maintain is that of exemplifying in all its operations and teaching the very best in safety performance as it is found in industry. The student who receives his training under such surroundings will absorb a good degree of safety consciousness; he will

be able to recognize, instantly, hazards that should be corrected, and he should be able in a large degree to govern his own activities in a way to greatly reduce his chances of injury in the shop.

To achieve this objective the average school shop faculty will find it necessary to change the methods and the scope of their teaching to include a comprehensive treatment of accident prevention.

A little reflection should lead the careful thinker to the realization that two factors must of necessity be present in every case of accidental injury. There must be some degree of hazard, and there must be an unsafe act.

Obviously, then, the practical approach is to set up and maintain a double-barreled program of reducing the factor of physical hazard and developing safe and adequate behavior at all times and in every respect.

The definite activities (techniques may be the better term) by which the hazards are discovered or avoided are planning, plant inspection, job safety analysis, and accident investigation.

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In a new undertaking, planning for safety should be included from the start and should be intimately interwoven throughout all details of the project as it develops. Planning also has an important place in the day by day operation of a plant. Few plants are so routinized or on so stable a production basis that there are not fairly frequent alterations, expansions, process and equipment changes, modifications of operating methods, and the like. I believe all of this applies in substantial degree to the school shop also.

Inspection is the oldest safety technique. Evidence shows clearly that every establishment should maintain a definite safety inspection system carefully suited to its needs, manned by competent, well-trained men, and actively supervised to keep it functioning effectively and flexibly. Records should be limited to those necessary for adequate supervision and corrective action.

Job safety analysis is a new adaptation of the basic concept of quantity production; namely, planning each operation to most efficiently produce a desired result and then exercising the control necessary to make the operation go as planned. This process yields a high degree of safety as a by-product, and if the planner is safety conscious the safety technician will find very little need for any improvement.

In the school shop, major attention should be given to the hazard points, to the sequence of motions in each operation, and to such factors as manner of gripping tool or object, stance at machine, and job housekeeping and order. With the safe method developed through this analysis and the hazard points suitably taken care of, the full description of the job or operation can be written. From this emerges very simply the material that should be taught to the student and the series of actions in which to develop safe skill.

### **Practice Is Simple**

All of this may sound somewhat complicated, but in practice it is relatively simple and does not involve any great extension of what is currently being done, consciously or not, by every teacher in every school shop.

Planning, inspection and job safety analysis, along with measures designed to develop safe behavior, are preventive techniques. Accident investigation, however, is a post-mortem. Every accidental injury constitutes proof that a hazard went uncorrected and that there was some fault in behavior.

We therefore investigate the injuries that we fail to prevent in order to wring from each accident every bit of information that will strengthen our program of prevention. Every aspect of physical hazard should be sought out, as should every detail of faulty behavior. Corrective action should deal as fully as possible with all phases of both of these basic factors.

All of the techniques used to find the hazards are useful to greater or less extent in discovering unsafe acts and other phases of faulty performance. Accident investigation should bring out at least one hazard point and one behavior fault in each case. Usually each thorough investigation will bring to light multiple factors of hazard and faulty behavior involved.

Just as advertising must, for the most part, be supplemented by face-to-face selling, safety educational and promotional activities must be supplemented by face-to-face instruction and training under highly competent supervision. A basic purpose throughout should be to stimulate the individual's interest in improving his own safe performance.

The specific techniques used involve almost endless detail, but they may be very briefly classified as visual media, speech media, shop training, and participation activities.

### **Imagination Aids Program**

The length to which the school shop faculty can go in developing and maintaining safety programs will vary widely with conditions. However, with the use of some imagination and the aid of a live student committee containing at least one artist of acceptable skill and others with writing ability, it should be possible to make at least a reasonably effective job of it.

Throughout all of his instruction, the teacher should keep clearly in mind the fact that habit plays a very important part in accident causation. The youth who serves his apprenticeship under a workman whose work habits are not safe will learn all his mentor's unsafe habits and may acquire more of his own devising. This applies equally well to the shop instructor and his students.

Finally, every school faculty should seek the help of the practicing safety engineers in the vicinity. I believe that if in each industrial area the school shop authorities called upon the practicing safety engineers in the area to help them inject safety adequately into their teaching, the response would be warm and immediate.



# SCHOOL SHOP ACCIDENTS

by JENNIE SPADAFORA

**S**HOP accidents accounted for more than 12 per cent of the school building accidents reported to the National Safety Council during the 1948-1949 school year by school systems with an average monthly enrollment of approximately 786,000. Accidents included were those requiring a doctor's attention or causing absence from school of one-half day or more.

The average rate for vocational shop accidents was 0.38 per 100,000 student days. Since shop courses are not usually introduced into the curriculum before the junior high school level, the rate for each grade below the seventh was low—less than 0.08. The highest rate, 1.16, was recorded in the tenth grade, followed by 1.14 in the ninth, 0.96 in the eleventh and 0.68 in the twelfth. The rates in the seventh and eighth grades were somewhat lower, 0.60 and 0.56 respectively.

The all-grades rate for September was 0.25, the lowest rate of any month, but in October and November it rose substantially, and reached a peak of 0.49 in December. The January and February rates indicated

a sharp reduction from December, but in March and April the trend was again upward, leveling off with a rate of 0.36 in May.

The average rate for the year at the junior high school level was 0.76. The rate for September was 0.44, but by November it had nearly doubled. The December rate, 1.08, was the highest of any month during the year. January, February and April were about average, while March was considerably below and May slightly above 0.76.

The average rate for the year for students at the senior high school level was 0.95. Although September and October were well below the average, the rates increased considerably in November and reached a peak of 1.63 in December. The January and February rates indicated a downward trend from December, but the rates rose again in March and April, reaching a second peak in April. There was a sharp decrease in May.

It should be kept in mind that the amount of time spent in shops is relatively small. Therefore the average shop accident rates, 0.76 at the junior high level and 0.95 at the senior high level, represent more serious problems of accident prevention than is suggested by their size.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

**Injuries resulting from shop accidents should be reported at once and treated by a competent person.**



# The Safety Flyer

by REINHOLD W. GOLL

**S**OME years ago the committee on safety education of the Philadelphia Public schools printed a safety flyer on "How to Get Home Safely." This was so successful in stimulating classroom instruction in safety that there were immediate requests for more of the same type of teaching material.

Shortly after the first flyer was issued the committee prepared another entitled "Play Safe This Summer." This one consisted of six illustrations with appropriate captions indicating a good rule for summer safety.

MR. GOLL is principal of Elverson school, Philadelphia, Pa.

Each flyer is prepared for a specific age group of pupils in order to secure maximum interest and understanding.

After the safety situations and rules have been thoroughly impressed upon, and assimilated by, the pupils in the classroom, the flyers are taken home. As a result the flyers have had considerable value in teaching safety to the entire community.

The flyer on "Play Safe This Summer" was succeeded naturally by flyers on safety in the other three seasons of the year. All followed the same format. When the list of this series was issued the committee made a survey of the use of the flyers by the classroom teachers and asked for suggestions for improvement.

## Teacher Co-operation

The suggestions received were incorporated in succeeding flyers. The teachers wanted larger illustrations and less word coverage of



safety topics in each flyer. They also wanted more of them. Depending on grade coverage, each flyer has been distributed to from 60,000 to more than 100,000 pupils in our public schools.

The safety flyers originate in a subcommittee of three members. One member is superintendent of accident prevention for the local transportation company and the other two are school principals. This committee is continually on the alert for flyer ideas. Teachers have been invited to suggest and develop ideas. All safety flyers are approved in general and in detail by the committee on safety education and the superintendent of schools.

The committee found that changing the form of the flyer was essential to maintaining interest. After the series on seasonal safety the committee issued a flyer on "Play In A Safe Place"—a four-page booklet with illustrations and captions on each page.

Then a card on safe cycling was issued. On one side were the rules for safe bicycling and on the other side there was a safe rider certificate under which was a cut of a bicycle with instructions on how to keep the bicycle in safe running condition. This flyer was issued in conjunction with a bicycle inspection and riding test which was held in school yards in various sections of the city.

### "For Safety Sake"

The next flyer was entitled "For Safety Sake." This flyer was very effective for several reasons. It was printed on yellow paper and had to be unfolded completely in order that pupils could read the entire safety message. This flyer also contained an important

message to parents from the committee, asking for their co-operation in helping form good safety habits in the children.

A four-page booklet followed this flyer. This one contained two new features. First there was a safety message from the superintendent of schools. In addition to the usual illustrations and rules there were statements followed by questions which required good safety thinking by the pupils. In one case the correct answer would imply safety action in the local community.

### The Rebus Flyer

The current flyer is the pride of the committee. It is in the popular fanfold style and contains two series of safety lessons. One series, "Get Home Safely," is primarily for the pupils, and the other, "Be Safe At Home," is primarily for parents. The "Get Home Safely" strip originated in the posters made by pupils for the preceding safety conference, and the "Be Safe At Home" strip grew out of the summary of the committee's "Home Safety Check List."

The rebus is employed in this flyer to add interest and a special challenge to the pupils and their parents. The flyer also encourages the pupils to think about certain safety situations and to communicate directly with the committee concerning them.

Safety education is not something to be placed in a compartment and administered in 15-minute doses three times a week. Effective safety education is a co-ordinated project that requires different situations to build safety knowledge, attitudes and habits that our children must have to survive.

4 u

**Get Home Safely**


**THIS IS DANGEROUS**



**DO U DO THIS?**

WRITE YOUR OWN REBUS FOR THIS DANGER

**PLAY IN SAFE PLACES NOT IN THE STREET**



WRITE ANOTHER SAFETY RULE HERE

**CYCLE SAFELY**



WRITE THREE MORE CYCLING RULES HERE

4 u & u. *Parents*

**Be Safe at Home**



**LEARN**

4 UR

Philadelphia Public Schools  
Safety Committee  
Philadelphia Safety Council

# Statistically speaking

by CHARLES E. FORSYTHE

from a joint study made by Michigan, Minnesota  
and Wisconsin.

## **F**OOTBALL injuries are headaches.

In practically every game of football, someone sustains some kind of injury—serious or otherwise—from temporary loss of wind to broken bones. Football is a game of body contact and, as such, presents inescapable injury hazards.

This does not mean that the game cannot be made safe. Continuous study may change certain aspects of the game or equipment, eliminating hazardous situations.

A study to ascertain the kinds of injuries received in high school football was made by the Michigan High School Athletic association, the Minnesota State High School league, and the Wisconsin Interscholastic Athletic association. The study was limited to approximately the latter half of the football season—from October 10—and also, only to certain areas of injury.

Kinds of injuries received in high school football in relation to ages of students, types of games, previous injury, where injuries occur, most frequent plays during which injuries are received, player activity at time of injury, and area of injury (head, face and dental, shoulder, knee, pelvic) were studied.

These five areas represent, the tabulators agree, the areas of greatest hazard and most serious injury to players.

### **General Injury Data**

Through tabulation and compilation of all data obtained from the Athletic Accident Benefit Plans for Michigan, Minnesota and Wisconsin, it was found that, in high schools:

81 per cent of the injured were between the ages of 15 and 17.

91 per cent of the injuries occurred in 11-man football games, practices and scrimmages.

MR. FORSYTHE is state director, Michigan High School Athletic association.

17 per cent of the claims paid were to students who had been injured before.

57 per cent of the injuries occurred in games, not scrimmages; 35 per cent were injured in scrimmages.

79 per cent of the injuries came as a result of running plays; 15 per cent were injured in punt and passing plays; 4 per cent were injured in free kick plays.

46 per cent of the injured were tacklers; 19 per cent were blockers.

17 per cent were tackled; 11 per cent were blocked.

52 per cent of those injured received face or dental injuries; 20 per cent were injured in the knee; 14 per cent received shoulder injuries; 10 per cent received head injuries; 4 per cent received pelvic injuries.

### **Injuries and Equipment**

#### **Head Injuries**

##### **Location**

54 per cent temple injuries.

46 per cent base of skull injuries.

##### **Point of Contact**

26 per cent injured by contact with knee.

22 per cent injured by contact with foot.

##### **Padding**

72 per cent of the injured struck properly padded points of contact.

28 per cent struck improperly padded points of contact.

##### **Type of Helmet—Injured Player**

58 per cent of the injured wore hard-crown helmets.

42 per cent wore plastic or soft-crown helmets.

##### **Type of Helmet—Opponent**

68 per cent of the opponents of the injured wore hard-crown helmets.

20 per cent of the opponents wore plastic helmets.

12 per cent of the opponents wore soft-crown helmets.



The study seems to show that there was little difference, proportionately, in the elements of protection to the wearer, and danger to his opponent, in relation to the various types of helmets worn.

### **Face and Dental Injuries**

#### **Point of Contact**

25 per cent of the injuries were from the opponent's foot.

18 per cent from opponent's head.

16 per cent from opponent's knee.

12 per cent from the opponent's arm.

#### **Padding**

45 per cent of the injured contacted a padded area.

55 per cent contacted nonpadded area.

#### **Type of Helmet—Opponent**

69 per cent of the injuries were from hard-crown helmets.

19 per cent from plastic helmets.

12 per cent from soft-crown helmets.

#### **Mouth or Nose Protection**

97 per cent of the injured were not wearing nose or mouth protectors.

The study indicated that numerous face and dental injuries resulted from hard-crown helmets with leather ridges. This is especially true of face lacerations.

Research to develop greater safety in these areas is strongly indicated, especially where dental injuries are concerned. Unlike many other injured members of the body, fractured or lost teeth do not repair themselves.

### **Shoulder Injuries**

#### **Type of Shoulder Pad**

88 per cent wore cantilever shoulder pads.

12 per cent wore flat pads.

All of the injured had fully covered shoulder areas.

#### **Point of Contact**

30 per cent of the injured contacted the ground.

20 per cent contacted opponents' thighs.

26 per cent contacted hips and shoulders.

12 per cent contacted knees.

#### **Padding**

In 69 per cent of the cases the opponents were padded at the point of contact with injured players.

92 per cent of the injured were not wearing elbow pads.

Although all the players were wearing shoulder pads when they were injured, the pads may not have fit them properly. Pads that *do* fit properly are an essential factor to the safety of the players.

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From the statistics gathered, it may be noted that it is much more than a conjectured theory that many shoulder injuries result from shock received by elbow and ground contact.

Among the 30 per cent of the shoulder injuries resulting from ground contact, there were many which involved the elbow. An essential to safety is the proper protection of this part of the arm.

Additional research seems to be needed in connection with covering on pads.

### **Knee Injuries**

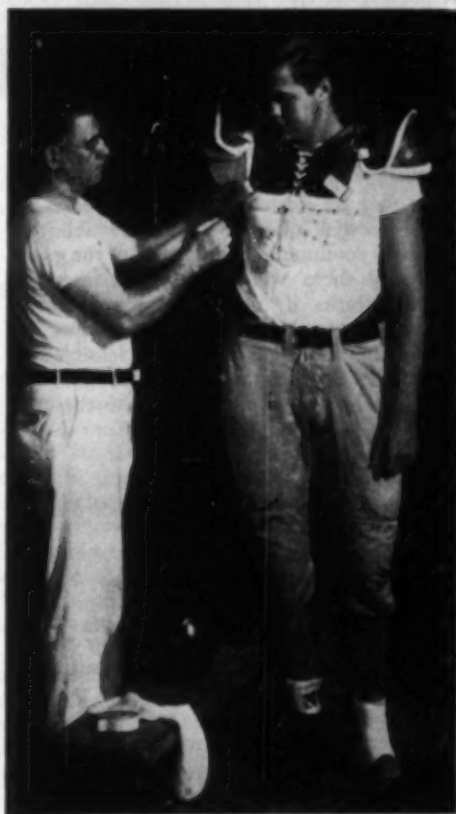
76 per cent of the injured players wore pants made of canvas or twill.

99 per cent wore pants extending below the knee.

87 per cent wore pants with knee pads a part of them, mostly made of kapok.

It is doubtful that there is any relation between the kinds of pants material worn and the knee injuries received.

Properly fitting equipment must be emphasized. Coaches should be sure it fits the players correctly.





As to knee pads, if they are a part of the pants, the pants should fit snugly at the knees or the pad will slip out of position at the point of contact. This would be as bad, if not worse, than having no pad at all.

It is not, and should not be, inferred that proper padding at the knee will prevent all injuries. The fact that the knee is a hinge rather than a rotating socket joint means that its flexibility is restricted to limited forward and backward directions. There is no side give. This is important, because 63 per cent of the injured were contacted from the side, while only 9 per cent were contacted from the rear.

Knee injuries should be pronounced completely healed by a doctor before the student is allowed to play football again.

Many people believe that cleats play an important part in many of the injured player's knee injuries. They believe that the cleats are of off-sizes, and are used improperly. This study showed that in 90 per cent of the injuries normal cleats were reported. In the remaining 10 per cent of the cases, cleats were long, uneven, or short.

Improper cleats on football shoes are great hazards, but the hazard is greater to the opponent than it is to the person wearing them. This is substantiated by the large number of face and dental injuries resulting from contact with shoes and cleats.

As long as cleated shoes are provided for in the football rules, it seems inevitable that they will continue to be a hazard of the game. Probably there would be fewer face and dental injuries if there were no protruding cleats from football shoes. Nevertheless, the elimination of cleats is neither feasible nor desirable. Coaches and officials should insist on strict adherence at all times to the rules applying to them.

#### **Pelvic Injuries** **Point of Contact**

46 per cent of the injured contacted thigh, hip or knee.

12 per cent contacted the foot.  
12 per cent contacted the shoulder.

#### **Padding**

93 per cent of hip pads worn by the injured came up to lower ribs and closed at the front; proper fit was reported in 83 per cent of the cases.

43 per cent of the injured wore special rib pads.

57 per cent did not wear special rib pads.

Further study would be of value on the subject of whether more resilient padding of the opponents' equipment at the thigh, knee, hip and shoulder would have resulted in fewer injuries, or injuries of less serious nature to the pelvic region.

## **Conclusions**

1. Football, by its very nature, is a game of body contact and presents, as such, inescapable hazards.

2. All injured players should be pronounced by a physician as fully recovered before returning to practice or competition.

3. There is a greater incidence of injuries, proportionately, in regular games than in practice situations.

4. Running plays are the most hazardous type. Such plays will continue to be an integral part of football.

5. Tacklers and blockers are more prone to injury than players being tackled or blocked. Passers and receivers, proportionately, receive a small percentage of injuries.

6. Dental, face and nose injuries are the most common injuries during a football game.

7. There is little evidence that, proportionately, one type of properly fitting, smooth-surfaced helmet is more dangerous than another. Ridges and sharp edges on helmets are dangerous.

8. Shoulder girdle and collar bone areas are vulnerable to injury in football. Properly fitting pads with adequate inside and outside soft coverings are essential. There seems to be a definite relationship between shoulder injuries and inadequate elbow padding, especially as a result of ground contact.

9. Unless football pants fit snugly, so that knee pads which are a part of the pants are held in place, it seems desirable for players to wear separate knee pads which can be securely fastened.

10. Since pelvic injuries are among the most serious in football, it is most important that hip pads have enough padding and fit the wearer properly.

11. Properly fitting equipment cannot be overemphasized. Coaches should make sure that the equipment worn is adequate and fits properly.

Safety is a co-operative proposition. By using every possible precaution to prevent injuries, football may be made safer and less injurious. Safe practices and equipment will also help make football a better game for the many students who participate in it each year.



# WHEN can they take the CAR?

by EMILY W. and ARTHUR L. RAUTMAN

**E**VERY generation has its symbol of manhood or womanhood, of youth's coming of age. It may be to wear a sword, or to stick an eagle feather into one's headband. In another period it was permission to wear long pants or high-heeled shoes, or to put up one's hair in a particular mode, or to smoke a cigarette in public without keeping a weather-eye open for the watchful adult who would be sure to inform the nonapproving parent.

Whatever the particular form of symbolism involved, ever since time immemorial society has retained the right to withhold the symbol and the privilege of joining the adult group.

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Safety Education for March, 1950

The social order has made definite demands upon him who wished to be admitted to the adult privileges of that society, often clothing the introduction of the individual to adulthood with pageantry and ritual.

In modern America, the permission to drive, without supervision, our great symbol of technological progress—the automobile—has come to be the one sign of maturity which, in the eyes of the adolescent, supercedes all others.

So far, however, few definite initiatory standards have been developed by our culture to determine the exact time when this permission (along with many other privileges of young adulthood) is to be granted. Except for the legal minimum age requirements for securing a driver's license (and even these

vary from state to state), complete discretion is left to the family.

The result of this lack of an arbitrary code governing admission to the adult group is, as most families with growing youngsters approaching maturity know to their sorrow, the antiphonic chorus of the early adolescent "I am, *too*, old enough to take the car," with the answering parental "No, you are not," which rings throughout our land.

In many homes this dispute has come to be the perennial after-dinner story; and all too often it constitutes, unfortunately, the only point of true contact between father and adolescent children.

We who live in democratic America are often inclined to confuse our *rights*, our *privileges*, and our *responsibilities*. In recent years, however, we have been forced increasingly to the realization that permission to handle a high-powered automobile, or any other apparatus capable of endangering life and property, is a *privilege* and *not* a right, a privilege which society (in the form of parents and the laws) may grant or withhold as it sees fit. It is a privilege that must be earned through preparation and training, and that can be forfeited through abuse of the rights of others.

All of us, whether we be pedestrians or drivers of cars, have the right to be safe and secure in our person and property from man and from his machines. We are entitled to certain common courtesies of the road and to know that the man in the car beside us not only will not willfully injure us or our machine, but also that he is a competent driver and willing to drive according to the rules of the road.

In answer to the question of "At what age shall the privilege of driving a car be extended to our children?" therefore, we must first remember that not all of us attain the maturity necessary for the responsibility of driving at the same age.

We must realize, furthermore, that this maturity, once it is attained, is not a now-and-forever affair; but that sometimes—because of indulgence in drink, because of certain temporary states of strong emotion and excitement, fatigue, injury or illness, age, or other physical, mental, or emotional handicap—an individual may regress to the point where he is, for the time being, at least, no longer competent to be in control of a power-driven machine.

Before our adolescent youths are to be allowed free and unsupervised control of motor cars, their bodies, of course, must have grown to a size where the controls of the cars they are to drive are at their command. The adolescent's legs must be long enough and strong enough to enable him to manipulate the foot pedals with ease. He must be free from all visual and other sensory defects, and sufficiently strong to handle the wheel without undue fatigue; and he must be tall enough so that he has an unrestricted view over, not through, the steering wheel.

On the informational side, the prospective driver should be in possession of certain functional knowledges and skills pertaining to the basic laws and principles upon which an automobile operates. He must recognize the hazards presented by various kinds of roads, obstructions, crossings, and weather conditions. He must recognize and understand the markings and signals which have been placed to help make our highways safe, and he must know and understand the simple traffic laws.

At this point we have an individual who is physically able to drive a car; he is in possession of all the specific knowledges and skills required for driving. Nevertheless, these are but minor requirements—however essential—for *safe* driving.

Many of our most hazardous drivers are found, upon test, to possess all of these physical and informational qualifications. They are often, in fact, very skillful drivers—*under certain circumstances*.

For some reason, however, these individuals lack the mental or emotional balance necessary to assume the social and moral responsibility of safe driving. They are the occasional speeders who race their cars at top speed—"just for fun," or because they cannot endure the indignity of having another car pass them. They are the men who brag about the "time" they made on their last sight-seeing trip. They are the people for whom the high-powered machine still serves as a means of showing off, of compensating for emotional or physical inadequacies.

The complex precision machinery, which has been created by science and millions of men whose co-operative efforts have perfected it and manufactured it into an automobile, is made available to them by a generous society and benevolent parents. These immature individuals, for whom a car is merely an extension of their own person-

(Please turn to page 32)

# SAFETY in New South Wales

by J. G. McKENZIE

**I**T MAY be of interest to note that the principle of safety as a habit of mind is laid down in the *Syllabus of Instruction for Schools* in these words:

"Teachers should accept safety education as part of their obligation to society in the same sense as they accept the obligation to teach children to read, to appreciate the value of good health, and to enjoy the fine and beautiful in music, art and literature."

In practice it is not deemed wise to prescribe the amount per week of instruction to be given, but on the basis that safety education can be found in all the child's activities, and that the concept, safety is an attitude of mind and a habit of behavior, certain broad lines are suggested for teachers to follow from the time the child enters the school at the nursery school standard. The school is vitally and realistically concerned with inculcating safety practices in the child wherever his experience is likely to lead him into danger. It should be added that the development in children of powers of decision and initiative and of qualities of moral and physical courage in the face of danger, as distinct from action based upon fear, is the continued purpose of the best teaching and certainly is the educative principle upon which such instruction enters the school curriculum.

It is not possible within a short article to detail the various fields of activity in which the principle of safety is inculcated. By far the most spectacular work is that which concerns the safety of children on the roads, and it is to this that the remainder of this brief survey will be devoted. It would be wrong, however, to give the impression that other phases of safety, e.g., safety in the playground and safety in the home, do not receive very thorough attention.

## Road Safety in the School

The approximate school population attending schools under the jurisdiction of the

department of education in New South Wales for the current year is 350,000 children. On the basis that there are 200 school days per year, it will be readily seen that the possibilities for accidents on the journey to and from school are very high. It is interesting to note, therefore, that during the past 12 months the number of reported accidents on the way to and from school, i.e., traffic accidents to children, was under 20, some 14 of which proved fatal. Though the loss of 14 lives is indeed tragic, it might reasonably be claimed that the standard of safety apparently developed under the direct influence of the school can be regarded with gratification.

Under the New South Wales department of transport a road safety council has been set up, the personnel of which is drawn from prominent representatives of the industrial, economic and educational life of the community. Here, all matters which may have a bearing on safety are fully discussed by representatives. Out of this emerges close co-operation between the police department and the department of education. A direct result is that regular visits, at the rate of three per school per year, are paid by trained traffic constables for the purpose of giving children in each section of the school, namely, infants', primary and secondary, instruction in safety.

The police department of New South Wales has built up a body of competent lecture-demonstrators, carefully trained in the techniques of presentation, and vitally interested in establishing themselves as guides and the friends of the school children, in this state. It can be said with truth that not only have the police, in this way, contributed signally to the saving of child life on the roads, but that they have in great part broken down the traditional hostility and fear that the youngsters of the past had for the policeman.

In those cities throughout the state where traffic conditions outside schools are dangerous, children's crossings are established and supervised by traffic constables, both men and women. This service has proved an important safeguard for children and a relief to teachers.

(Please turn to page 40)

MR. MCKENZIE is director-general of education of New South Wales, Australia.

Safety Education for March, 1950



# Selecting **PATROL** Members

by **PETER G. POLOWNIAK**

**T**HROUGHOUT the school year every faculty advisor to a school safety patrol is confronted with the problem of selecting desirable members for the patrol. The scope of the problem, if it is such, depends largely on the attitudes of the advisor, the school administration, the school faculty and, most important of all, the children of the school.

Compliments do not come forth as readily as criticism which may be justly or unjustly leveled at individual members or at the whole patrol. This is by no means unusual and should be considered a normal reaction indicating the school's interest in this activity. The thing for the advisor to do, in order to improve the school's attitude toward the patrol, is to solicit co-operation through a better understanding of the policies employed in the selection of members and in the supervision of the safety patrol.

The advisor must first have a sound and acceptable philosophy which should be projected into the program. The safety patrol has long been recognized as a necessary service to the school. Its size depends largely on the size and the needs of the school population and the school area.

The safety patrol may carry on a very effective program and yet be somewhat limited in scope. Or it may develop a more diversified safety program limited only by the amount of co-operation it receives. Therefore, the nature of the program depends on the kind of boy who makes up the patrol and the co-operation the patrol receives from the rest of the school.

The following plan for selecting patrols at the Thomas Jefferson junior high school has solved our problem. The size of the school population and the school area calls for a patrol of 22 members. It consists of: 4 officers, 16 patrol boys and 2 patrol girls. Ten of these are from the ninth grade, 6 from the eighth grade, and 6 from the seventh grade. All 22 constitute the permanent school safety patrol. Of course, the permanent patrol is usually inherited. The new plan of selection takes off from here.

At the start of each new school term the sergeant of the patrol pays a visit to the classes from seventh grade to the ninth grade, where he explains the functions of the patrol and extends an invitation to all the boys to join the patrol. Those who bring signed consent slips from their parents are placed on a "try-out" list. In groups of 10 they are assigned to assist at the different posts for a period of one week. These boys are closely supervised by the officers. At the end of the week's try-out period, each of the 10 are checked as desirable, satisfactory or undesirable in the all-round performance while on duty. If there are any immediate vacancies on the permanent patrol, those most desirable are selected. The remaining ones are notified of their classification and are temporarily relieved from duty.

The sergeant then takes on the next 10 boys for a one week try-out period. This same procedure is repeated until all boys in the seventh and eighth grades have had their first opportunity. Every boy in these two grades is given this opportunity three times, regardless of the classification of his last performance. If the youngster's performance is most undesirable, he may not complete a full week's trial. Nevertheless, when his turn comes around again he is given both the second and third opportunity to make good. As the sergeant so aptly put it, "Some of these kids change as they get older."

By virtue of having once participated in this activity the boy displays a more co-operative attitude toward the safety patrol. In this way the school safety patrol becomes a learning and a teaching situation. It is used as a medium for instruction in safety and good citizenship.

Membership in the patrol is not to be looked at as a coveted honor to be bestowed upon the "goody-goodies," nor an award for scholastic achievement.

A plan of this type, properly supervised, could readily be accepted by the school administration and the school faculty as pedagogically sound. The pupils welcome this plan because it affords each of them an equal opportunity to become a member of the patrol.

**MR. POLOWNIAK** is faculty advisor of the safety patrol, Thomas Jefferson junior high school, Passaic, N. J.



**safety**

**education**

**data sheet — No. 43**

# HIKING *and* CLIMBING

## Statistics

1. Although there are no national statistics on hiking or climbing accidents, injuries and deaths do occur as a result of these activities.

## The Problem

2. Getting out into the woods or country is a pleasant form of diversion and exercise, but different types of accident hazards are encountered and additional precautions are necessary.

## Clothing and Equipment

3. Since the hiker's feet are the two items which make this data sheet feasible, a primary consideration is proper shoes or boots for hiking. The type will depend on the type of terrain to be traveled and its condition but, in any case, the shoes should cover the ankles and be of sturdy construction. And above all, they must fit perfectly and be well "broken-in." Otherwise, painful, and sometimes dangerous, blisters will form. Light "sneakers" or other types of light canvas and rubber shoes are not suitable for a hike of any distance, and high heels should never be worn on any kind of a hike. Aside from making walking very tiring and difficult on muddy, sandy, rough or undergrowth-covered ground, they are a tripping and ankle-turning hazard.

4. Wear properly fitted woolen socks; other materials may get quite soggy, uncomfortable and wrinkle easily. Wool absorbs perspiration and holds its shape. If the feet should get wet, woolen socks can be wrung out and, without too much discomfort, be worn until dry. And they will dry quickly.

5. Other clothing worn should suit the wearer's comfort. It must not be so snug that it binds any part of the body. Strenuous movement is uncomfortable if clothes are too



Place feet extra carefully carrying a pack. If pack swings you may be thrown off balance and fall.

tight. Clothing should also fit so that chafing is not possible. Wool is considered one of the best materials for hiking clothes.

6. Wear clothing to suit the weather, and remember that even in the winter only enough clothing should be worn to insulate the body from the cold but not cause profuse perspiration.

7. Remember, in a climbing hike, that the higher you go the colder it will get. In the matter of a few hours, people can hike and climb from summer weather to ice and snow. Be sure to bring enough clothing to provide adequate protection.

8. The following list of equipment worn or carried will naturally vary with the length and type of hike; perhaps all, perhaps none, of it will be brought along. The items are: a compass; good, strong knife; matches in a waterproof case; first-aid packet which includes a kit for snake-bite treatment; canteen of fresh water; flashlight; and some easily carried, nutritious type of food, such as dried fruit, chocolate bars, etc. Not strictly a necessity, but a good idea for comfort, is a good insect repellent.

9. Bring snow glasses for winter hiking; also for snow in the mountains.

10. Where climbing is involved, a strong, light rope can be a very useful precaution.

### General Precautions

11. Don't start a hike in mountainous country if the weather below is bad. If the weather is bad below, it is not going to get better as you go up. The *White Mountain Guide*, published by the Appalachian Mountain club, says: "Caution: The appalling and needless loss of life on this mountain has been due largely to the failure of robust trampers to realize that wintry storms of incredible violence occur at times even during the summer months. Rocks become ice-coated, freezing fog blinds and suffocates, winds of hurricane force exhaust the strongest trumper, and, when he stops to rest, a temperature below freezing completes the tragedy.

"If you are experiencing difficulty from the weather, abandon your climb. Storms increase in violence with great rapidity toward the summit . . . since *the worst is yet to come*, turn back, without shame, before it is too late . . ."

12. Plan the hike so there will be sufficient time to make the return trip in daylight. Persons can be injured if the return must be

made in darkness, especially over unfamiliar ground. It is well to remember that distance is often deceptive. Perhaps the objective is much farther than it looks. This is particularly true of western mountains.

13. Rest often on a climbing hike.

14. If you know your heart is bad, go on very easy hikes *only* so there will be no possibility of overexertion, and remember that high altitude is not good for a person with a bad heart.

15. Don't attempt to explore caves that may be found on a hike. Such exploring is dangerous unless done with special equipment and with someone in charge who is fully experienced in this type of activity.

16. Don't try to hold branches, etc., for the hiker behind; the branches will snap back and possibly cause injury. Walk far enough apart so each hiker handles the branches himself. And be on the alert for roots, trailing vines, fallen branches, stones, etc.; any of these could cause a fall.

17. Be careful when climbing over fences and/or stone walls that may be encountered on hikes. A slip could result in injury. Pay particular attention to barbed wire fences; if they must be negotiated, move slowly and with caution.

18. Be on the alert for bulls when crossing pastures and fields. Bulls when enraged injure and kill people. Know where the nearest fence or wall is located.

19. If hiking in a national park, or anywhere else where there are bears or other wild animals, leave them alone *no matter how friendly they seem!* Persons are injured or killed every year because they disobey signs and verbal warnings of guides or rangers.

20. Avoid, if possible, places where dogs are on guard. Don't try to make friends with them and don't threaten them. Both efforts may cause dogs to bite.

21. Never carry loaded firearms unless the safety catch is on so there is no possibility of accidental discharge.

22. Whenever possible, disassemble fishing poles when carrying them, and don't carry fishing hooks or "plugs" on the line; they may snag someone.

23. Do not trespass on railroad property. Doing so is against the law and very dangerous. Using a railroad trestle instead of a pedestrian bridge often results in the death of the user. Walking on railroad tracks or right of way is also dangerous.

24. Drinking from strange wells, springs or other water sources is not safe unless approved by some reliable local persons who know the water is safe. If possible, carry sufficient water for the hike in your canteen. If it is necessary to drink water from an unknown source, boil it for a half hour to purify it. A drop of iodine or two Halizone tablets for each quart of water are also effective water purifiers.

25. Rest before eating, and don't eat too heavily before or during the hike. And in warm weather use plenty of salt on the food or take salt tablets.

26. Turn the feet sideways when climbing a very steep slope. That way the weight of the body is on the whole foot, which makes climbing easier and safer.

27. Be extra careful in placing the feet (especially if climbing) when carrying a pack; if the pack swings, it may throw you out of balance and cause a fall.

28. If the hike is in an area where wood ticks (especially the three varieties which can cause Rocky Mountain spotted fever) are found, caution is imperative. An occasional

inspection of the more accessible parts of the body, such as the neck, on the leg inside of or just above a loose boot or shoe, is advisable. A more thorough and complete inspection at the end of the hike is a safety necessity. (For complete information on dangerous ticks, see the National Safety Council's Data Sheet—Tick Bites, Industrial Data Sheet D—R.R.1.)

29. Learn the proper use and care of the hand ax before taking one on a hike. The Scout Field Manual has an excellent section on this subject, and on the use of a knife.

30. If it is necessary to hike along a highway, always walk on the left side of the road, facing oncoming traffic; and walk single file. At night the same rules apply, but wear light-colored clothes and carry a flashlight. If the clothing is not light-colored, tie a white handkerchief around the lower part of the right leg, with as much of the handkerchief showing as possible.

31. If you build a fire, select an open space several feet away from the nearest trees, and scrape it clear of leaves, twigs, pine needles, etc., in a circle approximately six feet in diameter. Never leave the fire unattended,

Pay particular attention to barbed-wire fences: if they must be negotiated, move slowly; use caution.



and be sure the fire is out before resuming the hike. Scatter and beat out the burning embers and pour water on them. When the last spark is out, cover the ashes with sand or dirt.

32. Learn as much as possible about the country in which you intend to hike—rivers, railroad tracks, roads, etc. are important aids to orientation. Get a map of the area; learn how to read it properly; and know how to use your compass. (If you can't read a map, don't go on a hike where there is any possibility of getting lost.) Look back at every major turn to see how the landscape will appear on the return trip. Select features of the landscape, such as boulders, ridges, unusual trees to help your memory.

### If You Are Lost

33. Remember to *be calm*; don't run or shout hysterically. Giving way to panic will only make matters much worse. Try to recall where you made a wrong turn, then, using your compass and map, attempt to retrace your steps. (Mark your trail in some way so rescuers can follow you.) If this is not possible and you are *really* lost, remain where you are. Someone will begin to look for you, so don't complicate matters by moving about. Time after time persons have been rescued—even after several days—by staying put and making themselves as comfortable as possible. Others have died rushing madly about.

34. Build three fires (made smoky by green or damp leaves) about 50 feet apart and stay close by them. Every so often, if you have a gun, fire it three times in quick succession; or blow a whistle three times. Three of any kind of a signal is recognized by experienced woodmen as a distress signal. (With reference to building the distress fires, follow the same rules for making any campfire safe. See item 31 this data sheet or Safety Education Data Sheet No. 18—Camping.)

35. Avoid climbing in rocks and thick underbrush. An injury incurred while you are lost is doubly dangerous. However, an easy climb to a high vantage point may help to locate the proper trail.

36. If you know your general direction and are positive no one will be looking for you, start in the proper general direction until you reach any stream; then follow it downstream. It will eventually lead to civilization. Don't hesitate to leave a small stream for a larger one. You don't have to follow the edge of the stream too closely. The under-

growth may be thickest there, and walking may be easier on ridges which are parallel to the stream.

37. Keep in mind, too, that any trail in the mountains that goes down will lead one to civilization. Be sure that the trail or road leads *down*, however. Many paths or roads going upward lead exactly nowhere and may have been used only for removing timber from the woods.

### Rock Climbing

38. Never "skylark" or engage in horseplay while climbing. There are enough inherent dangers in this sport without adding more to it.

39. Be extremely careful not to dislodge stones or rocks which may fall on the climbers following you. The person above has a very strong moral obligation to see that the people below are not injured by rocks he dislodges.

40. Try not to climb directly in line with the person above.

41. Do not follow closely the person above.

42. Don't begin a climb unless you are certain that there is no one in the party afraid of heights. Such persons may "freeze" to the rocks and cause serious difficulties in removing them. Be sure you are not this type of person yourself. There is no shame in not being able to stand height.

43. If one of the party does "freeze," use a rope to rescue him. Otherwise, members of the party will have to climb up or down to the victim and help him by hand. He will usually have a strong hold on the rock, so, within reason, wait until a rope can be procured. If the victim is really panicky, don't approach him without sufficient assistance.

44. Don't climb beyond your strength and be very sure you have a good route down. After climbing up, it's harder to come down.

45. Test all handholds and footholds and watch for wet spots, such as from snow, ice, water, etc.

46. On bare face rock, angles are deceptive and, if they are pitched too steeply, they are very dangerous.

47. Look for undercutting before standing on the edge of any cliff, ledge, etc.

48. Start the climb down in time to reach the bottom before darkness. If visibility does become poor, however, don't try to go fast; that's how fatal falls can happen. Be calm and climb slowly and extra carefully.



Rest often while hiking. There should be no need to hurry. Otherwise, hiking becomes work rather than a diversion. While resting, relax completely. A 10 to 15 minute rest every hour is a good general rule to follow. Keep in mind that resting for a much greater length of time will cause muscles to stiffen.



49. If a really bad storm arises, try to find some kind of shelter, and conserve strength as much as possible by *not* battling the elements. Accidents happen most easily when persons are in a weakened condition. If the storm should be a severe electrical one, there are certain places or objects to stay clear of when seeking shelter. Generally speaking, tall objects or ones standing alone seem to be struck by lightning the most often; isolated trees should be avoided. The center of a group of trees is relatively safe from lightning and will provide at least partial protection from the storm. Also avoid wire fences. Lightning may strike the wire and, traveling along, shock a person who may be considerable distance from the original striking point.

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- (40) School Parties
- (41) Home Workshops
- (42) Horseback Riding.

Data sheets from *SAFETY EDUCATION* are available for small fee from the National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois.





## STUDENT COUNCIL *Safety* WORKSHOP

by WINNIE YOE and ARRIE ROBERTSON

**L**EARNING to take the responsibility for the safety of their playmates at school and to know how and why traffic regulations must be observed are some of the valuable experiences the children of the Tyler public schools have each day through participation in their elementary student councils. These councils have been working successfully in the Tyler elementary schools for three years.

Each homeroom elects two representatives to the council, a boy and a girl. Officers of the council are a president, elected for a term of one year, and a vice president and secretary, elected for four-and-one-half months. A classroom teacher serves as sponsor for the group.

A system of chiefs and their committees increases the effectiveness of the work of the council. Each chief is given the responsibility of supervising one of the areas of school life where problems arise, such as halls, cafeteria, library, rest rooms, playground, and traffic areas.

The chiefs are selected from the upper-grade representatives on the council with the greater responsibility being placed on the sixth grade children. The members of the chiefs' committees are selected, with the help and approval of the faculty, from the fourth, fifth, and sixth grade rooms. These members

are not council representatives and do not attend regular council meetings.

The student council and the chiefs' committees meet on alternate weeks. In the council meetings each member is given an opportunity to express his opinion concerning problems that need attention, or to offer suggestions for improving conditions of the school. The council is encouraged to carry on each meeting with as little adult assistance as possible.

In the committee meetings all the chiefs meet in general session with the committee members to discuss problems pertaining to the welfare of the whole school, before meeting in groups to make specific plans for each committee, and to write recommendations which the chiefs present to the council for consideration.

While the council is not strictly a governing or policy-forming body, most of its recommendations as an advisory group are accepted and put into action.

After each meeting the representatives return to their rooms to report on the matters that were discussed and the decisions that were made by the council. Each chief and committee member is urged to sell the plans of his committee to his homeroom group and to win the children's respect and co-operation by his courtesy, patience, and good example of citizenship.

MISS YOE is student council sponsor, and MRS. ROBERTSON is patrol sponsor, of Tyler (Tex.) public schools.

Although the safety of all the children in the school is the concern of each chief, the safety patrol chief and his committee, who supervise the traffic in the school zone, must assume the greater responsibility for the safety of the children while getting on and off buses and cars, while walking to and from the school building, and while crossing streets in the school zone.

The safety patrol was not originally connected with the elementary student council. It was a project which was started to give the Cub scouts in the school an opportunity to perform some useful service in order to meet certain requirements for advancement in scouting. All Cubs who desired to render this particular service were given an opportunity to become safety patrols, supervising the traffic within the school zone. This safety group was directed by the principal and a classroom teacher, with the co-operation of the city police.

As the enrollment of the school rapidly increased, and dangers of traffic accidents became a serious problem, such a system of safety became an urgent need. Through the interest shown by the city police department and the publicity they gave the boys, a Tyler service club recognized the splendid service the patrols were rendering, and to show their appreciation presented the group with Sam Browne belts to wear while on duty.

The popularity of the organization and the eagerness of the children to participate in the work of the patrol soon made it advisable to extend the membership to include all the boys and girls of the sixth grade who desired to give such service.

This group later became a part of the student council organization, with its chief participating in the regular council meetings. Due to the size of the membership of the group and the necessity for definite instructions, the patrol was assigned two additional sponsors, a classroom teacher and a patrolman from the city police department.

The children of each sixth grade room are appointed to do patrol duty for two weeks in succession, the boys and girls each serving one week. The job passes from one room to another as many times as is necessary through the school year.

Every two weeks the principal, the police sponsor, and the teacher sponsor meet with the group serving for that period of time. Instructions are given the patrols on such

matters as assisting smaller children in getting in and out of buses and cars and in crossing streets. Directions are given as to the various posts of duty near the school building and in the streets, and suggestions are made as to the proper conduct of patrolmen at their posts.

Each week the group appointed for service meets with the teacher sponsor to assign posts of duty, to agree on periods of the day each patrol will serve, and to make necessary plans for the week.

It was found to be advisable that certain standards be set up for membership in the safety patrol and that each member should meet definite requirements set up by the student council, emphasizing promptness, interest, efficiency, and good citizenship.

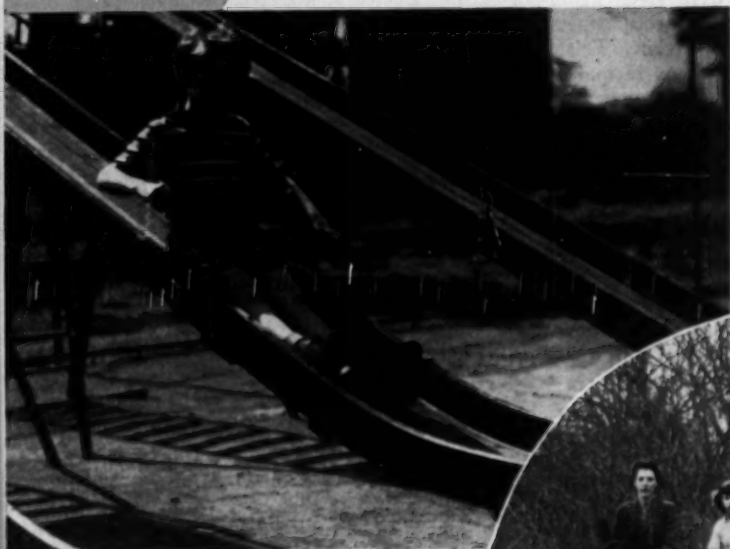
The success of the work of the safety group depends on the understanding and co-operation of the children, the faculty members, the police, and the parents. The sympathy and co-operation of the teachers toward the plan, and the degree to which they sell the purpose and importance of the work of the council to their homeroom children determines largely the effectiveness of the undertaking.

The evidence of a growing safety consciousness on the part of the children, the faculty members, and the patrons; the noticeable decrease in traffic hazards near the school; and the increase in the membership in the safety patrol due to the growing interest and pride in the work, are gratifying results of pupil participation in self-government, and evidence of the success of the council.

The parent-teacher association became intensely interested in the work of the council and pledged full co-operation. A local service club recognized the splendid service the patrols were giving and presented the group with raincoats to protect them from the weather while at their posts of duty. The manager of a city theater presented the children with free picture show passes during the week they were on duty.

The city police showed their interest and co-operation by helping to sponsor the patrol and by instructing the boys and girls in proper safety regulations, and patrol duty. The police sponsor presented new belts and badges to the organization as a token of his appreciation. Concerning the Tyler elementary school safety patrols the city police stated: "We are extremely proud of the way the patrols are functioning, and we unhesitatingly recommend this organization as a safety measure for any school."

# Spring FUN



Above—Slides and other playground equipment are in constant use during the Spring season. Always wait your turn: never push ahead of others.

At right—To fully enjoy the sport of horseback riding, observe all the rules of safe riding. Take time to enjoy scenery around you—but keep your ride safe.





Above—Whenever you go on a hike in the woods, be sure to follow all the practices which will make your jaunt completely pleasurable and entirely safe.

At left—Always fly kite in open fields where there are no trees, electric wires or other hazards in which kite may become entangled causing serious accident.



Above—Happy wheeling can also be safe wheeling. Remember that following safe riding practices is not only wise but a mark of courtesy. Obey traffic rules.



At left—Baseball comes into its own in the Spring for young and old persons alike, on all the city playgrounds and vacant lots. Photo by Ewing Galloway



# LET'S PRACTICE WHAT WE PREACH!

by EDITH R. DOANE

ONE afternoon recently a certain father was out walking with his 7-year-old son. The man started to cross the street, not only in the middle of the block, but also from between parked cars. His son instantly pulled him back.

"No daddy, not here," he cried emphatically. "Teacher says we must always cross at crosswalk and never go out on the street from between parked cars. That's what *you* tell them to teach us, isn't it daddy?"

That father turned back, feeling very guilty and humble, and followed his son to the crosswalk at the intersection. You see, "daddy" was supervisor of safety education in his city.

Obviously, this incident typifies two things: that the kind of highway safety education being given in our primary grades is proving really effective; that the man set a very poor example, both as a father and as a safety program supervisor in his child's school.

It seems to be a trait of human nature frequently to teach one thing and then to practice something else. This is being "inconsistent," which Webster defines as "con-

tradictory" — "not uniform" — "illogical" — "incongruous."

In 1945, 6,835 children between the ages of 5 and 14 lost their lives in all kinds of accidents. In 1948, the number was 5,800. If we can eliminate inconsistency in safety education methods and practices, we shall be able to reduce still faster the mortality and morbidity records of school children.

Safety education is an effort by the schools to interpret specific conditions in a community in terms of teaching its children to know how they may prevent accidents to themselves and to others. On the other hand, through school courses in civics, history, science, English, etc., we are teaching children how to live in our modern democratic world, how to meet life's problems as they grow up and how to solve those problems and be useful and healthy citizens of their communities.

But in some schools there is too little correlation of these objectives.

Unless we work together to keep our children free from accidental deaths and disabling injuries during their school years, they will not be alive and well to take advantage of the other benefits life holds for them; they

*(Please turn to page 38)*

MISS DOANE is director, child safety education, Massachusetts Safety Council, Boston, Mass.

Inconsistent attitudes toward safety on the part of parents will set poor examples for their children.





## Stand Back From the Batter RECREATION



Sketch S8720A

### Play Riddles

1. I am small, but I make many people stop and listen. Teachers and umpires blow on me. I help make games fair and safe. What am I?
2. I am made of wood. I can help people cook. I can help people keep warm. But I may hurt them if they play with me. What am I?
3. I can ride on water. I want to carry only people who can swim. What am I?

### Play Questions

1. Why should you stand back from the batter?
2. Why should you stop playing the minute that the teacher or umpire blows the whistle?
3. Why isn't it all right to throw stones at other children if you don't try to hit them?
4. Why should you never play with matches?
5. Should you always try what your friends dare you to do?

### Make a Movie

Draw pictures of your favorite game. Paste all the pictures together. Then paste them on two rollers. As each picture is shown have someone tell about the game and its safety rules.

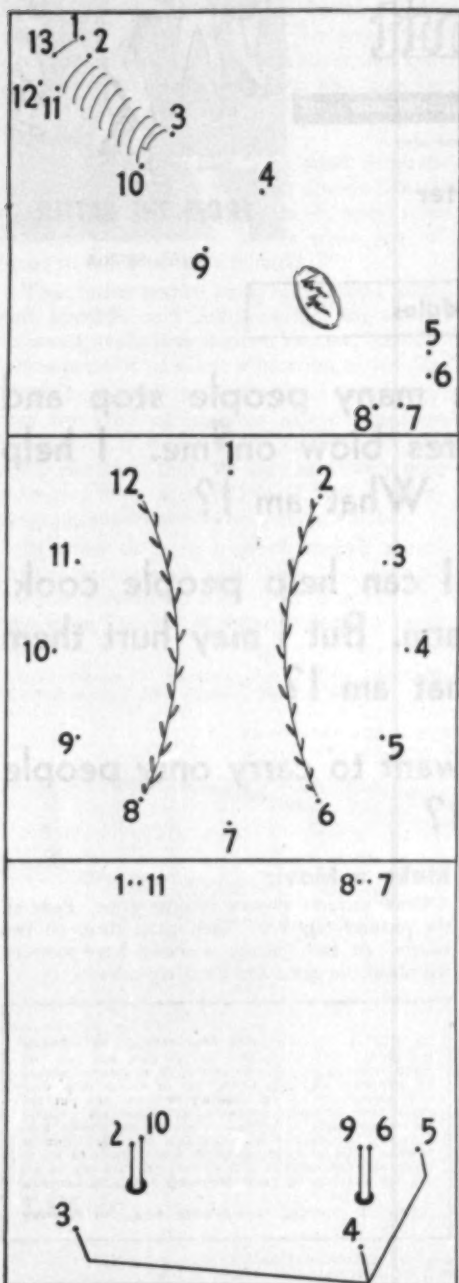
Answers to "Play Questions"—1. So that you are not hit by the ball. 2. Because it is the sportsmanlike thing to do to listen to the umpire's ruling or announcement at once. 3. You may hit them accidentally, and if a rock should hit an eye, it would be very serious. 4. Matches are not playthings—your clothing might catch fire and you could be burned. 5. No. Sometimes children dare others to do things that they wouldn't be foolish enough to do themselves. Be independent—don't feel that you have to do what others dare you to do.

Answers to "Picture Play Test"—A. Bat. B. Ball. C. Swing.

## Picture Play Test

Copy and—

Complete the pictures by drawing lines from the dot numbered 1 through the dot numbered 2, etc.  
Write the correct word in each blank.



A. This is a \_\_\_\_\_ .

Always drop it.

Don't throw it.

B. This is a soft \_\_\_\_\_ .

Don't play with a  
hard ball.

C. This is a \_\_\_\_\_ .

Always sit on it.

Don't stand on it.

Don't run under it.

# Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, physical education and safety

## Stand Back From the Batter RECREATION



Sketch S8720A

### Do You Know Your Baseball?

Copy and—

Mark the following questions *true* or *false*. Tell why.

1. Those persons waiting to bat should line up near the catcher.
2. Keep the baseball playing space free of stones or glass.
3. The head-on slide should not be used.
4. The batter should drop the bat, not throw it.
5. Spectators should not be allowed to stand in the playing area.
6. The catcher should always wear a mask.
7. Stay behind the backstop while waiting your turn at bat.
8. The best way to hold a bat is to squeeze it with damp hands.
9. When you are in the batter's box keep your eyes and attention on the umpire and the crowd.
10. Avoid crashing into fences or other objects while trying to make a catch.

### Problems to Talk About

Copy and—

Read these problems. Underline what a good leader would say in each case.

1. Some older children were playing a game. The smaller children gathered around to watch. An older girl who was a leader said:
  - A. "We don't want anyone watching. Get away!"
  - B. "If you are dumb enough to stand there, I hope you do get hit."
  - C. "Come on, let's make a line around here where it is safe to stand and watch. We don't want anyone to get hurt."
2. Some girls were half-crying as some older boys chased them with sticks. Some other boys, who were leaders, saw what was going on and said:
  - A. "Go on, hit the sissy girls!"
  - B. "Why don't you fellows pick on someone your own size?"
  - C. "Ha! ha! The girls can't take it!"
3. A boy was called "out" in a game. He did not think the decision was right. He was a leader and a good sport.
  - A. He ran up to the boy who called him "out" and started to argue and fight.
  - B. He decided that he would not say anything about it, because it would interfere with the game, and besides every umpire makes a mistake sometime. He felt that usually he was treated fairly.

### A Game

Divide class into groups of twos and threes. Each group writes the name of a recreation on the board and acts out a safety rule for it. Guess what the safety rule is.

Answers to "Do You Know Your Baseball?"—1. F, 2. T, 3. F, 4. F, 5. F, 6. T, 7. T, 8. T, 9. T, 10. F.  
Answers to "Problems to Talk About"—1. C, 2. B, 3. B.  
Answers to "A Game"—1. B, 2. B, 3. B.  
Answers to "Stand Back From the Batter"—1. F, 2. T, 3. F, 4. F, 5. F, 6. T, 7. T, 8. T, 9. T, 10. F.

## Don't Be a Dummy

Copy and—  
Select correct picture to fit description.



—1. Diving into unknown waters is dangerous. You may hit your head on a submerged rock. Never swim or dive when alone.

—2. Playing in the street is one of the dumbest things you can do because it increases your chances of dying young. Even if the yard is small or inconvenient, play in the yard.

—3. Tricks like tripping a running playmate not only make you unpopular but may cause serious consequences.

—4. Pointing a gun toward yourself or another person either carelessly or in fun would always make you a prize booby.

—5. A "show-off" sometimes provides people with the spectacle of a serious accident with himself as victim. Besides everyone dislikes people who try to show how much better they are than others.

—6. Think and look before you leap into the street after a ball or to avoid being tagged in a game.

—7. Hitching rides is a stupid practice because it so often results in death or serious injury. A sudden turn or stop on the part of the truck driver is enough to cause a serious accident.

—8. Don't take chances. Wait at least two hours after eating before swimming. Swim only where there is a lifeguard.

—9. Playing with electric equipment is foolish because it may cause a fatal shock. Remember never to touch anything electric when your hands are wet.

—10. Putting your hand in the line of a knife or saw blade seems unnecessarily stupid. It doesn't take much brains to see where the saw or knife blade is going to cut. Keep your fingers out of line of the blade.



# Junior High Safety Lesson Unit

March, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, social studies, guidance and homeroom

## The Safe Driver Heeds Signs DRIVER RESPONSIBILITY



Sketch S8721A

### Are You Sign Conscious?

Copy and—  
Mark true or false.

1. Stop signs mean that the driver must throw his car into second gear and slow down practically to a stop.
2. Speed limit signs may show different maximum speeds within the same city.
3. Turning and passing signs are regulatory signs; disregarding them is a violation of law.
4. Diamond-shaped signs are warning signs indicating a hazard or unusual condition about 300 to 500 feet ahead on the road.
5. After the green light has flashed, the yellow in the three color stop light means that approaching motorists must stop unless they already are entering the intersection.
6. The arrow which points out a curve ahead is always the same shape regardless of the type of curve.
7. A yellow or white line on your side of the center line means no passing because of limited sight distance ahead.
8. The ability to read traffic signs quickly and accurately and to react to them swiftly is an important driver responsibility.

Do You know Emily Post's *Motor Manners*? Single copies are available for ten cents each from the National Highway Users conference, 938 National Press Building, Washington 4, D. C. Before you get the booklet you might make up your own list of motor manners and see how it compares with those of Miss Post's.

Answers to "Are You Sign Conscious?"—1. F. 2. T. 3. T. 4. T. 5. T. 6. T. 7. F. 8. T.

### A Program for Broadcast

Program: Signs of Life

Outlet: Local radio station or school auditorium.  
Participants: Announcer, two voices.

**Announcer:** The following program is presented in the interest of traffic safety by Radio Station \_\_\_\_\_ in co-operation with the National Safety Council (or local safety organization).

**Sound:** *Onrushing train approaching, under and out.* ("Under and out" means: sound heard in background behind voice—silenced at dramatic moment.)

**Voice One:** Highway rail crossings . . . points of danger demanding caution. Witness this fact:

**Voice Two:** One out of every 20 deaths occurring from motor vehicle accidents occurs at highway rail crossings. . . .

**Sound:** *Onrushing train approaching, under and out.*

**Voice One:** Highway rail crossings . . . points of danger demanding caution . . .

**Voice Two:** Yet 35 per cent of all highway rail accidents in 1948 took place at crossings protected by gates, lights, bells or watchmen.

**Sound:** *Onrushing train approaching, under and out.*

**Voice One:** Warning signals and protective devices at highway rail crossings are . . . "Signs of Life" . . . Heed them!

**Voice Two:** Most people heed highway rail warning signals most of the time. But one moment of carelessness may be the last mistake. For example:

**Voice One:** Last winter in Ohio . . . while crossing lights were flashing and other cars waiting, a man drove around two waiting cars . . . and drove his car directly into the path of an onrushing passenger train.

**Sound:** *Onrushing train approaching, under and out.*

**Voice Two:** In Chicago, a woman went under a lowered crossing gate . . . and was killed beneath a speeding locomotive.

**Sound:** *Onrushing train approaching, under and out.*

**Voice One:** While playing on the tracks in Chicago last winter, two boys were struck by a passing suburban train.

**Sound:** *Onrushing train approaching, under and out.* (Note: for increased effectiveness, insert local incidents from your own city files.)

**Announcer:** What can we do to help decrease the startling toll of 1,492 lives taken in 1948 at highway rail crossings?

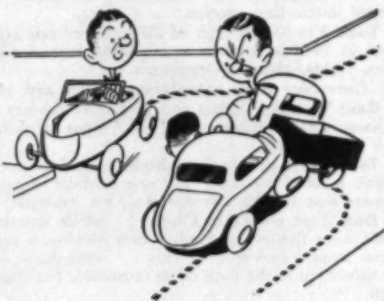
Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.  
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

## Driver Responsibility Test

Copy and—  
Fill in blanks



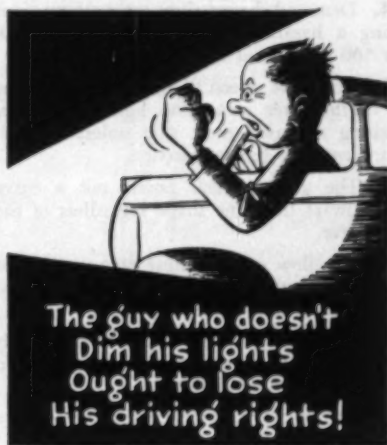
1. It is against the \_\_\_\_\_ in almost every locality to park on the left or double park. Never \_\_\_\_\_ so near intersections that your vehicle blocks the view. Set brake and turn front wheels \_\_\_\_\_ the curb on downgrade, and \_\_\_\_\_ from the curb on upgrade. Block wheels with a stone or wood and leave in \_\_\_\_\_ gear or reverse. Lock the ignition and remove the \_\_\_\_\_.



3. Get in position for turning at least 50 feet \_\_\_\_\_ reaching the intersection. \_\_\_\_\_ your intent to turn and slow down gradually. Don't try to bulldoze your way through the lines of vehicular or pedestrian traffic. Anticipate the intention of the driver of an oncoming vehicle to make a left turn and \_\_\_\_\_ down to allow him to complete the turn.



2. When pulling into traffic, it is your \_\_\_\_\_ to enter without being hit or causing an accident. When pulling out of a garage, private driveway or side road, come to a full \_\_\_\_\_, then proceed with \_\_\_\_\_. Do not attempt to bulldoze your way into traffic when leaving a \_\_\_\_\_ space. First \_\_\_\_\_ your intention, then wait until traffic is clear enough to proceed \_\_\_\_\_.



4. Reduce speed at night so you can \_\_\_\_\_ within the range of your \_\_\_\_\_. Be prepared for vehicles, pedestrians or animals. \_\_\_\_\_ headlights when approaching vehicles. Keep them lowered even if other \_\_\_\_\_ do not return the courtesy. Possibility of an \_\_\_\_\_ is greatly increased if you are blinded by bright lights.

Answers to "Driver Responsibility Test"—1. law, park, headlights, signal, safety; 2. before, signal, slow; 3. stop, parking, signal, safety; 4. law, park, headlights, signal, safety; 5. before, signal, slow; 6. stop, parking, signal, safety; 7. before, signal, slow; 8. stop, parking, signal, safety; 9. before, signal, slow; 10. stop, parking, signal, safety.

Answers to "Driver Responsibility Test"—1. law, park, headlights, signal, safety; 2. before, signal, slow; 3. stop, parking, signal, safety; 4. law, park, headlights, signal, safety; 5. before, signal, slow; 6. stop, parking, signal, safety; 7. before, signal, slow; 8. stop, parking, signal, safety; 9. before, signal, slow; 10. stop, parking, signal, safety.

# **Senior High Safety Lesson Unit**

March, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American history, American problems, guidance, homeroom and driver education

## The Safe Driver Heeds Signs

### DRIVER RESPONSIBILITY

#### Introduction

As you know, driving a car involves a great deal more than knowing how to handle it mechanically. The driver's sense of alertness and responsibility may be the deciding factors in the prevention of an accident. Are you able to think quickly and with judgment in problem situations whether caused by yourself or the other driver?

#### Driving Test

Copy and—

Fill in the blanks in the following items which are considered by the responsible driver.

1. Never completely \_\_\_\_\_ the other fellow's hand signals.
2. Remember, be on guard for the driver who ignores \_\_\_\_\_ signs.
3. Be on the alert for turns from the \_\_\_\_\_ lane.
4. Slow down \_\_\_\_\_ reaching intersections. Never \_\_\_\_\_ your right of way, but mentally gear yourself for meeting a car at every corner.
5. Keep an eye on the vehicle *ahead* of the vehicle ahead of you. Keep well \_\_\_\_\_ of the vehicle you are following. A good rule of thumb is: a full car \_\_\_\_\_ for every 10 miles per hour.
6. Give your signals not only correctly but in plenty of \_\_\_\_\_. Before turning or pulling off the pavement be sure to be in the correct \_\_\_\_\_.
7. Sudden \_\_\_\_\_ may prove disastrous to you. Slow down and \_\_\_\_\_ for stops so that the \_\_\_\_\_ behind you is always aware of your intentions.
8. In highway traffic it is discourteous, annoying and extremely dangerous to \_\_\_\_\_ from one lane to another. Stay in your own lane until you have sufficient \_\_\_\_\_ clearance.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.  
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.



Sketch S8721A

9. Do not pull into traffic from a parking space or curb blindly. Beware of this possible bad habit on the part of other \_\_\_\_\_.
10. Always \_\_\_\_\_ the right of way to pedestrians. Even if they are in the wrong, remember that it is better to be annoyed than remorseful. When the light changes, give the pedestrian sufficient \_\_\_\_\_ to get to the other side.

Do You Know Emily Post's *Motor Manners*? Single copies are available for ten cents each from the National Highway Users conference, 938 National Press Building, Washington 4, D. C. Before you get the booklet you might make up your own list of motor manners and see how it compares with those of Miss Post's.

#### Sign Test

Copy and—

In each of the blank signs write a typical sign for that shape. Remember different-shaped signs carry a specific type of message.



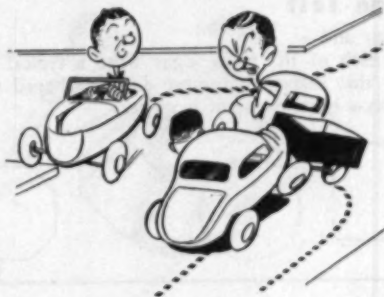
Answers to "Noting Road Signs": 1. first; 2. stop; 3. wrong; 4. before; 5. time; 6. back; 7. time; 8. wrong; 9. time; 10. yield or give; 11. time; 12. wrong; 13. time; 14. wrong; 15. time; 16. wrong; 17. time; 18. wrong; 19. time; 20. wrong; 21. time; 22. wrong; 23. time; 24. wrong; 25. time; 26. wrong; 27. time; 28. wrong; 29. time; 30. wrong; 31. time; 32. wrong; 33. time; 34. wrong; 35. time; 36. wrong; 37. time; 38. wrong; 39. time; 40. wrong; 41. time; 42. wrong; 43. time; 44. wrong; 45. time; 46. wrong; 47. time; 48. wrong; 49. time; 50. wrong; 51. time; 52. wrong; 53. time; 54. wrong; 55. time; 56. wrong; 57. time; 58. wrong; 59. time; 60. wrong; 61. time; 62. wrong; 63. time; 64. wrong; 65. time; 66. wrong; 67. time; 68. wrong; 69. time; 70. wrong; 71. time; 72. wrong; 73. time; 74. wrong; 75. time; 76. wrong; 77. time; 78. wrong; 79. time; 80. wrong; 81. time; 82. wrong; 83. time; 84. wrong; 85. time; 86. wrong; 87. time; 88. wrong; 89. time; 90. wrong; 91. time; 92. wrong; 93. time; 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## Driver Responsibility Test

Copy and—  
Fill in blanks



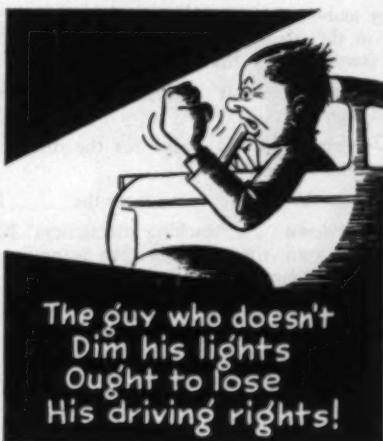
1. It is against the \_\_\_\_\_ in almost every locality to park on the left or double park. Never \_\_\_\_\_ so near intersections that your vehicle blocks the view. Set brake and turn front wheels \_\_\_\_\_ the curb on downgrade, and \_\_\_\_\_ from the curb on upgrade. Block wheels with a stone or wood and leave in \_\_\_\_\_ gear or reverse. Lock the ignition and remove the \_\_\_\_\_.



3. Get in position for turning at least 50 feet \_\_\_\_\_ reaching the intersection. \_\_\_\_\_ your intent to turn and slow down gradually. Don't try to bulldoze your way through the lines of vehicular or pedestrian traffic. Anticipate the intention of the driver of an oncoming vehicle to make a left turn and \_\_\_\_\_ down to allow him to complete the turn.



2. When pulling into traffic, it is your \_\_\_\_\_ to enter without being hit or causing an accident. When pulling out of a garage, private driveway or side road, come to a full \_\_\_\_\_, then proceed with \_\_\_\_\_. Do not attempt to bulldoze your way into traffic when leaving a \_\_\_\_\_ space. First \_\_\_\_\_ your intention, then wait until traffic is clear enough to proceed \_\_\_\_\_.



4. Reduce speed at night so you can \_\_\_\_\_ within the range of your \_\_\_\_\_. Be prepared for vehicles, pedestrians or animals. \_\_\_\_\_ headlights when approaching vehicles. Keep them lowered even if other \_\_\_\_\_ do not return the courtesy. Possibility of an \_\_\_\_\_ is great increased if you are blinded by bright lights.

Answers to "Driver Responsibility Test"—1. law, park, headlights, lower or dim, drivers, accident, stop, parking, signals, safety; 2. before, signal, slow; 4. stop.

Answers to "Driver Responsibility Test"—1. law, park, headlights, lower or dim, drivers, accident, stop, parking, signals, safety; 2. before, signal, slow; 4. stop.



# Everybody Teaches Safety

*This is an abstract and compilation of information taken from the recorders' reports of the group discussions on "All Staff Members Teach Safety," "All Pupils Teach Safety" and "All Citizens Teach Safety," at the elementary school committee meetings of the 37th National Safety Congress and Exposition held at Chicago, Ill., October 24-28, 1949. For a more complete report see the Spring, 1950, issue of the Safety Beacon newsletter.*

**EVERYBODY** teaches safety. But, unless everybody knows he is teaching safety and agrees on what to teach, the poor pupil is going to be completely confused.

At the 37th National Safety Congress and Exposition, delegates of all types—teachers, school administrators, college professors, parents, policemen, firemen, custodians, pupils, businessmen, railroad crossing guards, and safety council managers went into a huddle and came up with the following answers.

Everyone on the school staff is responsible for safety. This includes teachers, principals, custodians, nurses, bus drivers, clerks, in fact, everyone. Some teach directly, others indirectly; but everyone who comes in contact with the pupils teaches safety.

Schools must have a planned safety program, and everyone must be familiar with it. A safety committee or council is a help. Everyone must make a contribution through an understanding of the patterns of child behavior and ways of modifying these patterns. Everyone also has a responsibility for seeing that the environment is safe, because the child learns from his environment.

Pupils teach each other safety. Children learn when they feel the need for learning. Activities, such as the bicycle clubs, student councils, bicycle inspections, fire marshals, junior safety councils, school safety patrols, are good opportunities for pupils to learn from each other. Day by day there are many

informal opportunities for teaching safety to each other.

The patrol may well be used as an example of how pupils can teach each other safety. The aim of the patrol should be to teach how to use the streets safely and to make each child responsible for his personal safety rather than to develop report function or police function of the patrol group. Patrol members may make reports and lead discussions in the school classrooms.

All boys and girls should be given an opportunity to serve. Patrols may be selected by the students themselves. They should reflect the philosophy of service, rather than prestige or reward. (The student members of the discussion group said that they did not work for a reward.)

All citizens are responsible for safety. Everyone should work together to make this a safe world in which to live.

Among citizens, parents have first responsibility because safety always begins in the home. Learning the meaning of safety at an early age aids the pupil's receptiveness to safety in later years.

We must get rid of the double standard in safety, that is, the conflict between what the child is allowed to do and what the adult citizen does. Community groups must get together and agree on good safety practices.

Parent-teacher organizations are particularly good for channelling safety ideas between school and home or school and community. Such groups need to stress adult education, particularly of their own members. They need to interest inactive members and encourage other citizens to co-operate. Persons who are given a job to do will usually become interested. There are many willing and able citizens who only need to be called upon, or urged, in order to contribute.

The school may, as a matter of fact must, initiate programs which include the whole community. It should stimulate and co-operate but never discourage community groups.

## When Can They Take the Car?

(Continued from page 10)

alities, step into this complicated machine, drive it at 90 miles an hour, and believe it is their own personal ability that makes it go!

No youth, therefore, for whom the car is still a necessary means of demonstrating his personal bravery, skill, or virility can be considered sufficiently mature to drive an automobile. The automobile is, and must remain, a means of communication and travel, not a method for personal aggrandizement.

The maturity which is essential for the responsibility of driving an automobile in our present day is not a trait that can be taught directly. Driving classes in high schools are doing much to help youngsters develop the skills necessary for driving, and these classes usually do attempt to include the concept of social responsibility as a part of the course. Social and emotional maturity cannot be developed overnight nor even in the course of a semester's instruction. These characteristics are the result of many influences over a long period of years.

Maturity in these areas is part and parcel of a general growing-up process. It presupposes a willingness to accept and assume social and moral responsibility in every phase of community and family living.

Development of maturity of this kind involves a democratic spirit of co-operative living which, if it is to be effective, must have its origin in the nursery. An attitude of concern for the welfare of others in his social group must be developed gradually in the young child; and, from birth on, he must assume, as far as he is able, social, economic, and moral responsibility for his actions.

The little youngster who breaks his toys without being held accountable will become the schoolboy who breaks windows and "lets Dad pay for it." He will also later be the man who rips off your fender, hands you his card, and "lets the insurance company take care of it"—unless, indeed, when he finds that your parked car which he has damaged is empty, he simply departs from the scene in cowardly silence, accepting no responsibility whatever for the harm done.

Few of our young people are required to earn even a part of their expenses, and consequently they have little or no realistic understanding of the economic responsibility involved in driving a car, much less an appreciation of its original cost and the upkeep. A

hundred-mile run around the countryside with Dad paying the bill is quite different from trying to earn, by doing odd jobs at so many cents an hour, the money necessary even for gas and oil.

By and large, the *parents' attitudes* toward the world and toward the laws which govern our community activity are still the foundation upon which the child's attitudes and conduct are based. The youngster will copy *your* driving habits and *your* driving attitudes, as well as your attitudes in other social situations. You cannot expect your son to be a law-abiding driver if he hears you fuming behind every stop light and sees you disregard traffic rules and courtesies.

Not only should the child, from his earliest years, never see any but the most responsible and calm driving; but, from the very first, he should be informed of the rules of the road and given the reasons for the existence of these rules.

Do not tell him that the reason you stop at the traffic signal is because if you don't, the cop will get you. Explain to him that these devices are placed for our protection. And, above all, do not let him see you "jump the light" because the policeman wasn't looking in your direction!

The education and training of the safe and responsible driver is the same as the training essential for the socially mature and responsible citizen in general. If you have trained your child in worthy home and community membership, he will be a worthy citizen, ready and able to assume the responsibility of safe driving, along with the rest of democracy's various adult privileges.

If you have never shown your children a false example in driving or in general social conduct, their growing up will be a gradual process in all its aspects; and you will be able to let them take the car with the same assurance as you send them out into the world—serene in the knowledge that your example will be with them to act as an effective guide even long after you are no longer able to accompany them in person.

There will be no sharp line of demarcation separating the learner from the expert driver, since the transition which the youngster makes from irresponsibility to conscientious concern regarding his conduct will be so gradual that neither you nor your children will be definitely aware of the exact moment when immediate and constant control has changed over to remote supervision.

# Views REVIEWS

## ● ● ● SAFETY TEACHING AIDS

### ● BOOKS AND PAMPHLETS

**DRIVERS' HANDBOOK FOR SOUTH CAROLINA.** Motor Vehicle Division. 71 pp. Illustrated. Columbia, S. C.: South Carolina State Highway Department. 1949.

Although the South Carolina Highway department states that this handbook is not to be regarded as a complete digest of South Carolina motor vehicle and traffic laws, it is certainly a comprehensive summary of safe driving rules and a well phrased interpretation of the state's traffic laws.

Profuse illustrations and an effectively presented text make this manual useful to every driver in the state—school bus, commercial or pleasure—and an excellent text book for beginners preparing for their application for a driver's license.

**HIGH-SCHOOL DRIVER EDUCATION—POLICIES AND RECOMMENDATIONS.** 78 pp. Illustrated. Washington, D. C.: National Commission on Safety Education. 1950. Single copies, 50 cents. Quantity prices on request.

The first nationwide conference called for the purpose of adopting policies and teaching high school driver education was held at Jackson's Mill (W. Va.) October 2-5, 1949. The results of the proceedings are published in this bulletin.

Specific instructional suggestions are not recommended in the book because of varying local conditions. General needs and basic policies are given to help guide classroom teachers, administrators and others in the field of high school driver education.

The contents include in detail: Definitions; The Place of Driver Education in the High School Curriculum; Instructional Planning; Organization and Administration; Teacher Qualification, Preparation, and Certification; Evaluation and Research; Resolutions; Results of High School Driver Education Programs; Sample Agreement Forms for Obtaining Automobiles.

Safety Education for March, 1950

**MUNICIPAL REGULATION OF PARKING LOTS.** Charles S. Le Crow, Jr. and Wilbur S. Smith. 66 pp. Illustrated. Saugatuck, Conn.: The Eno Foundation for Highway Traffic Control. 1949.

This book is a complete review of available ordinances controlling parking lots. Its purpose is to "present experiences encountered in the administration and enforcement of the regulations imposed upon the operation of parking lots."

**DRIVING CAN BE SAFE.** Truman S. Smith. 136 pp. Illustrated. Minneapolis, Minn.: Burgess Publishing Company. 1949. \$2.00.

If every motorist today could have some highly respected friend—thoroughly experienced in sane, proper driving—sit beside him, at least once, through almost every conceivable traffic situation and point out the mechanical, physical or mental driving hazards—before they could result in an accident—it is safe to say our fearsome national accident toll would be a thing of the past.

Such a course is manifestly impossible, but there is no need for a friend of this kind. *Driving Can Be Safe*, if studied with any thoroughness and sincerity at all, is this kindly and knowing friend. In fact, one wonders how the author was able even to collect so many every-day driving facts and situations, much less give the strikingly clear and reasonable explanation for each.

The book's use of very interesting examples of physics, rules and laws of driving, coupled with the really fitting illustration for each example, makes the reader feel, more than a few times, that someone has been observing his driving habits. Anyone capable of thinking at all will think and think again on reading this book.

To top it all off, the style of writing is so natural, nonpedantic and nontechnically technical, the effect is of spoken rather than written words and that the lifesaving friend is indeed sitting next to the driver.

**THE TEEN-AGE DRIVER.** School and College Division. 31 pp. Illustrated. Chicago, Ill.: National Safety Council. 1950. 15 cents. (Reprinted from School and College session of TRANSACTIONS, 1949 National Safety Congress.)

One of the programs at the Congress was devoted entirely to the teen-age driver. It contained: a report on a study of bad driving habits of teen-agers; influence of the teen-age

students and found 9 outstanding bad driving practices. These are described in detail in **THE TEEN-AGE DRIVER.**

"We are informed that the teen-age operator is quicker in his reactions and responses than operators more than 25 years of age. However, his most unsatisfactory accident record proves that his ability to react quickly in emergencies is more than offset by his daring and willingness to take chances." So

## THE TEEN-AGE DRIVER



The *Teen-Age Driver* contains valuable, firsthand information on three teen-age problems discussed in detail at the 37th National Safety Congress last year.

driver on insurance rates; and a panel discussion in which seven high school students had an opportunity to give their viewpoints. The transcript of this lively and informative program has been edited and is presented in **THE TEEN-AGE DRIVER.**

George C. Lowe, director of traffic safety for the municipal department of Pennsylvania State college and director of traffic safety education for the Atlantic Refining company, contributes his valuable experience to the book in the form of a practical study on bad driving habits of the teen-ager.

As a noncommercial public service for safety education, Lowe's company gives behind-the-wheel instruction in high schools and colleges. To date they have checked 4,447

Driver education refines skills of young drivers.



Insurance rates rise with accident rates.

says William H. Brewster regarding the influence of teen-age drivers on insurance rates.

Brewster develops the subject fully (with facts and figures) in the book. And since he is chairman of the Automobile Rating committee and manager of the Automobile department of the National Bureau of Casualty Underwriters of New York, and thus helps make insurance rates, what he has to say is enlightening.

In the third section of **THE TEEN-AGE DRIVER**, seven high school students from various sections of the country have their opportunity to speak for themselves. And under the moderation of Joe Kelly, of Quiz Kids fame, speak they do. They ably refute many of the accusations that have sprung up in recent years and been lumped under a mass criticism of the teen-age driver.

Safety Education for March, 1950



# RAIN PROTECTION FOR SCHOOL PATROLS

On the dark, dismal, rainy days ahead, your school patrol needs adequate protection. The dead whiteness of these coats has long range visibility to approaching traffic.

Graubard's white "RAINFAST" coats and hats are absolutely waterproof — seams vulcanized for added protection. They're 100% all rubber.

The distinguished Safety Patrol emblem with school or city name on the back of the coats adds official dignity to the important job of protecting the lives of school children.

"RAINFAST" coats and hats are also available in black and yellow.



## SAM BROWNE BELTS

In white or yellow plastic, or white web. Metal hardware is of rust-proof metal. Easily cleaned and adjustable.

## ALUMINUM ARM BANDS

Colorful red and silver arm brassard of durable aluminum, curved to fit the arm. Complete with leather strap.



We can also furnish the following. Write for complete details and new catalog.

OVERSEAS CAPS • FELT EMBLEMS • PATROL BUTTONS • CAUTION FLAGS • RAINWEAR • WINTERWEAR • RUBBER FOOTWEAR and the "CORPORAL DIGBY" Safety Sentinel.



## METAL PATROL BADGES

High quality finish in gold color for Officers—in nickel finish for Members. All furnished complete with pin clasp.

# GRAUBARD'S

America's Largest Safety Patrol Outfitters

266 Mulberry St., Newark, N. J.

## • VISUAL AIDS

### SAFETY IN THE CHEMISTRY LABORATORY.

16 mm. Sound motion picture. Bloomington, Ind.: Indiana university, Audio-Visual Center; or New York, N. Y.: Educational Film Library Association, Inc. 20 minutes.

The place of safety in each experiment performed in the high school and professional laboratories is the theme of this very excellent film. As each student in the film goes through his assigned experiment, the narrator informs the audience as to how the experimenter follows the safe practices for that particular project.

The explosive or otherwise hazardous results of unauthorized experiments, or of not following the simple safety guides written into the manual of instructions, are forcibly brought into the film with clarity and simplicity that everyone can understand.

Such a film as this would undoubtedly help teach laboratory students the safe practices which should be followed when performing a chemical experiment, and would greatly enrich the high school chemistry laboratory program of every school.

### PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs  
and School Authorities Everywhere

**The M. F. MURDOCK CO.**  
AKRON 8, OHIO

## MAGAZINES— various publications recently received containing ar- ticles of current interest on safety.

- ATTITUDES TOWARD DRIVING. Editorial. *Midland Schools*. Jan., 1950. p. 5.
- CASUALTY RATING IN 1950. James M. Cahill. *Casualty and Surety Journal*. Jan., 1950. p. 44 ff.
- DONNIE DINGBAT GOES TO SCHOOL. Dorothy E. Wills. *Public Safety*. Jan., 1950. p. 15 f.
- GREENVILLE'S SAFETY DAY. J. H. Jennings. *Public Safety*. Jan., 1950. p. 8 f.
- HAPPY SCHOOL DAYS. *Young America Junior Reader*. Jan. 12, 1950. p. 6.
- HIGH SCHOOLS TEACH SAFE DRIVING. *Young America Junior Reader*. Jan. 12, 1950, p. 3.
- HOW SAFE ARE YOUR CHILDREN? Mrs. Sidonie Matsner Gruenberg. *True Confessions*. Feb., 1950. p. 78 f.
- MARKED DECREASE IN ACCIDENTS IN 1949. *Statistical Bulletin*. Dec., 1949. p. 66 ff.
- THE NEWS IN PICTURES: DRIVER EDUCATION. *Casualty and Surety Journal*. Jan., 1950. p. 31 f.
- THE POWER IN OUR HANDS. W. H. Oxford. *Firemen's Fund Record*. Jan., 1950. p. 12 f.
- SAFETY—A FAMILY AFFAIR. *Health and Safety*. Dec., 1949. p. 5.
- SAFETY ALPHABET. *Michigan High School Athletic Association Bulletin*. Jan., 1950. p. 270.
- SAFETY FIRST! *National Negro Health News*. Oct.-Dec., 1949. p. 8.
- SAFETY FIRST. *The Education Gazette*. Nov., 1949. p. 396.
- SELECT SAFEST ROUTE. *California Parent-Teacher*. Jan., 1950. (Reprint of Sept. 1949 Upper Elementary Lesson Unit from SAFETY EDUCATION.
- TEENICIDE! *True Confessions*. Feb., 1950. p. 34 ff.
- THEY DRIVE WITH SKILL. *Express News-Letter*. Jan. 9, 1950. Vol. XI, No. 12. p. 8 f.
- TOO JUVENILE FOR HIGH SCHOOL? J. W. Studebaker. *Scholastic Teacher*. Jan. 4, 1950. p. 14-T.
- U. S. WATCHES TRAINING OF DRIVERS. *Michigan Education Journal*. Jan., 1950. p. 317.
- WHY PEOPLE BURN TO DEATH. *Journal of School Health*. Jan., 1950. p. 30 f.

Safety Education for March, 1950

## BICYCLE SAFETY POSTERS

New York, N. Y.—Bicycle Institute of America, Inc., announces that a new series of bicycle safety posters is off press.

### COMING EVENTS

March 6-7, Dallas, Tex. Texas Safety Association, 11th annual meeting. J. O. Musick, Managing Director, Texas Safety Association, 815 Brown Building, Austin, Texas.

March 7-8, Champaign, Ill. Third Annual Engineering Institute on Industrial Safety. University of Illinois, Division of University Extension, Champaign, Ill.

March 7-8, Philadelphia, Pa. Sixteenth Annual Regional Safety Conference and Exhibit. Philadelphia Safety Council (Bellevue Stratford Hotel). Contact Walter V. Matthews, Managing Director, 17th and Sansom Streets, Philadelphia 3, Pa.

March 14-18, New York, N. Y.—Annual conference of the Play Schools association. Contact The Play Schools Association, 119 West 57th Street, New York 19, N. Y.

March 20-21, Boston, Mass.—Twenty-ninth Annual Massachusetts Safety Conference (Hotel Statler). Contact Edgar F. Copell, President-Director, Massachusetts Safety Council, 31 State Street, Boston 9, Mass.

March 28-31, New York, N. Y. Twentieth Annual Safety Convention and Exposition. Greater New York Safety Council (Hotel Statler). Paul F. Stricker, Executive Vice-President, Greater New York Safety Council, 60 E. 42nd St., New York 17, N. Y.

April 5-8, Charleston, W. Va. West Virginia Annual State-wide Safety Conference. W. C. Easley, Managing Director, West Virginia Safety and Health Council, 316-17 Masonic Building, Charleston, West Virginia.

April 11-13, Columbus, Ohio. Twentieth All-Ohio Safety Congress and Exhibit (Neil House). James H. Fluker, Chairman. Contact: G. S. Kallenbaugh, Congress Manager, 65 South Front Street, Columbus 15, Ohio.

April 12-13, Buffalo, N. Y. Tenth Western New York Safety Conference (Hotel Statler). Contact: E. C. Hohlstein, Secretary, c/o Buflovak Division, Blaw Knox Company, 1543 Filmore Avenue, Buffalo, N. Y.

## SAFETY TEACHING REALLY

### Takes

when, as in the Health and Personal Development Program, it is grounded in a thorough understanding of children and of their mental, emotional, and social needs.



HAPPY DAYS WITH OUR FRIENDS	(Grade 1)
GOOD TIMES WITH OUR FRIENDS	(Grade 1)
THREE FRIENDS	(Grade 2)
FIVE IN THE FAMILY	(Grade 3)
THE GIRL NEXT DOOR	(Grade 4)
YOU	(Grade 5)
YOU AND OTHERS	(Grade 6)
YOU'RE GROWING UP	(Grade 7)

Write for sample pages

### SCOTT, FORESMAN AND COMPANY

Chicago Atlanta Dallas Pasadena  
San Francisco New York

## SCHOOL TRAFFIC LIGHT INSTRUCTOR

Traffic Light Instructor considered by leading school safety directors and teachers as the most effective way to instruct children on actual operation and function of street traffic signals.

Being used with high degree of success in kindergarten and elementary schools.

All steel construction — a four foot high replica of a regular traffic light.

Red, amber and green electric lights operate in accordance with standards for uniform traffic control devices.

Packed all assembled and ready to use.

Write for full information

### SCHOOL SAFETY LIGHT CORPORATION

1114 SCHOFIELD BUILDING  
CLEVELAND 15, OHIO

## Let's Practice What We Preach!

(Continued from page 22)

will not grow up to use what we are teaching them in civics, history and English.

A few examples of inconsistencies between teaching and doing will emphasize wherein some school officials are failing to co-ordinate theory with practice, through experience and good example.

A certain superintendent prides himself on the thoroughness of the highway safety instruction provided for his children in the primary grades. He considers that they are very safety conscious and, because his schools' highway safety records are good, he will not install the school safety patrol system.

On the other hand, he assigns his custodians to highway duty at school openings and dismissals. At one school the custodian was observed holding back motor traffic while the children streamed across the road in a path at least 35 feet wide. They even zig-zagged between stopped cars to reach the playground on the other side.

In this same community, matrons ride on

all school bus trips to safeguard the children. But these nonprofessional women have a very difficult time maintaining discipline.

Thus this administrator keeps his children surrounded by adult safeguards so that the children themselves are not given opportunities to practice the instruction they receive.

In another school the principal enthusiastically pointed out one spring day that all classroom safety lessons were being based on the "good housekeeping" idea. The basic theme, he said, was to prevent accidents to self and to others by "having a place for things and keeping them in these places."

When leaving the school, I noticed that the play area had several large rocks protruding where they could cause many tripping accidents. Also, plainly visible were several empty cans, bottles, large sticks, stray papers and empty boxes. This school playground showed no influence whatsoever of "good housekeeping" methods.

Co-ordination at the administrative level will be rewarded by more consistency and uniformity at the teaching level.

School systems should have one person to head up the safety education program and that supervisor should have an assisting committee of representatives from the other classrooms or schools. They should meet regularly and plan a co-ordinated program. They should see that uniform reference and teaching materials are available in the school libraries or purchased in quantities for the use of individual teachers. They should be constantly searching for new materials and tailoring tested methods to their own use. They should devise many opportunities for integrating the accident-prevention idea in subject courses.

Parking of cars during the school year on highways contiguous to school buildings is hazardous. Every community which permits such parking is setting up additional accident potentialities for its children and making it too easy for them to forget immediately the impact of their recent classroom instruction. Statistics in *Accident Facts* prove that the third major pedestrian action causing motor-vehicle traffic accidents to children 5 to 14 is coming from between parked cars. (The first and second are, respectively, playing in roadways and crossing between intersections.)

During a series of calls recently, I left one building with its principal, who was to drive

Safety Education for March, 1950

### for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

#### 3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white stock design JUNIOR SAFETY PATROL.



No. 44 Green on white

#### SAFETY COUNCIL PATROL UNIVERSAL SAFETY

with title Patrolman or Captain

Per Dozen .....	\$5.00	Lots of 50 .....	28c each
Lots of 25 .....	36c each	Lots of 100 .....	25c each

#### PATROL BOY RAINCOATS AND HELMET SETS

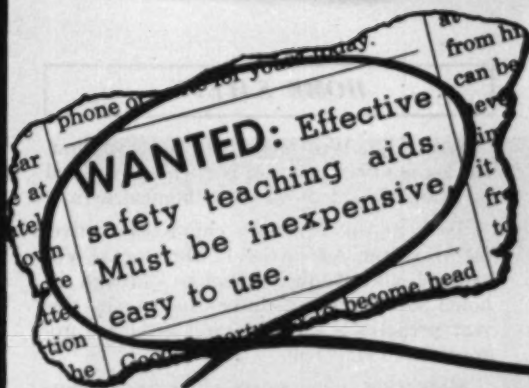
Dull finish black rubber, sizes 4 to 14. Safety Patrol Caps made to order. Blue, Black and Red.

Write for our Safety Patrol Circular  
OUR RECORD 50 YEARS

### AMERICAN BADGE COMPANY

129 West Hubbard corner La Salle, Chicago 10, Ill.





## Here's the National Safety Council's Answer

### SCHOOL ADMINISTRATIVE SERVICE

The above "want-ad" is a composite statement of the needs of thousands of teachers who have written the Council for assistance.

Working from these general requirements, the Council's School and College Division designed the new School Administrative Service to give teachers and schools the type of material they want at a price well within their budgets.

**EFFECTIVE**—These 11 key periodicals are prepared with the help of outstanding educators; the safety education methods and techniques suggested are the end-products of their years of experience in teaching result-producing safety courses.

**INEXPENSIVE**—Costs only \$5.00 for one year. You save 24% by buying these materials as a unit. And, even more important, you are accorded full Council membership privileges: advice on conducting your school program, limitless use of the Council's library, participation in annual School and College activities. Your name is added to our list to receive samples of new school safety materials.

- ★ Safety Education magazine
- ★ Safety Beacon newsletter
- ★ Safety Scope newsletter
- ★ Safety Sentinel newsletter
- ★ Student Safety Organization newsletter
- ★ School Shop Safety newsletter
- ★ Accident Facts
- ★ Congress Transactions, School
- ★ National Directory of Safety Films
- ★ Safety Education Memos 2 & 2A

**EASY TO USE**—Materials contain detailed teaching suggestions, safety lesson unit outlines, bibliographies, safety problems and solutions, accident statistics—everything you need; yet you are saved many hours of research and preparation.

**WRITE NOW** for a complete description of this flexible new Service and your copy of the complete catalog of school materials and services.

## NATIONAL SAFETY COUNCIL

20 N. WACKER DRIVE • CHICAGO, ILLINOIS

me to the next school. Noticing four cars parked in front of his school, I explained the dangers. He was noticeably embarrassed (as was I) when we approached one of these cars and he opened the door for me to enter. As we drove away he said that he had never realized the potential hazards.

He admitted that he was depending too much upon the efficient functioning of his school safety patrol to prevent children from using between-intersection crossings. He didn't realize also that his school's large playground was being used during out-of-school hours when no patrols were on duty to help keep children from crossing between parked cars.

Another principal is only lukewarm toward the school safety patrol system. His attitude is that of "suffering" it to exist rather than of seeing ways in which it can be made to operate as a vitally important link between teaching and practice of highway safety.

Then, there is the other kind of principal who believes in the benefits of the patrol system. However, his belief is so strong that he "superimposes" the program upon his children, excluding any of their ideas.

Isn't inconsistency apparent in both these cases? Couldn't the patrol program be made immeasurably more vital to the participants if they were given, and encouraged in, opportunities to express themselves?

The state of being safe is not a thing apart in anyone's life. Safety is all of living, an integral element of everything that we do, every second of our entire lives. How then, for instance, can any school official be smugly satisfied with one 15-minute lesson on fire safety in October and not see its possibilities for consistent integration as a theme for an English composition, for a dramatic presentation, for research in general science, for artwork, for school and home fire-prevention activities, etc., etc.?

Token adherence to a school policy for safety education is not enough.

Let's be more consistent in our classroom teaching about safety; let's have more consistency in the administrative functions behind such safety instruction. Let's create, devise, adapt, plagiarize methods and materials for teaching accident prevention and integrating the safety idea in other courses. And as adults, let's be consistent with our teaching by setting the correct example and practicing what we preach at all times.

## HOME SAFETY

West Allis, Wis.—The need for a continuous home safety program is often not realized by genuinely safety-conscious homemakers.

To keep this necessary enthusiasm active, the Wisconsin Association of Directors of Vocational and Adult Education—through its home safety subcommittee—has again this year prepared a complete and excellent program for 1949-1950.

State-wide home safety clubs are encouraged and aided in every way possible to promote this important phase of safety, and one of the ways is co-operation with Wisconsin's schools in sponsoring home safety contests.

Further details of the program will appear in the *Home Safety Review*, a bimonthly publication of the National Safety Council.

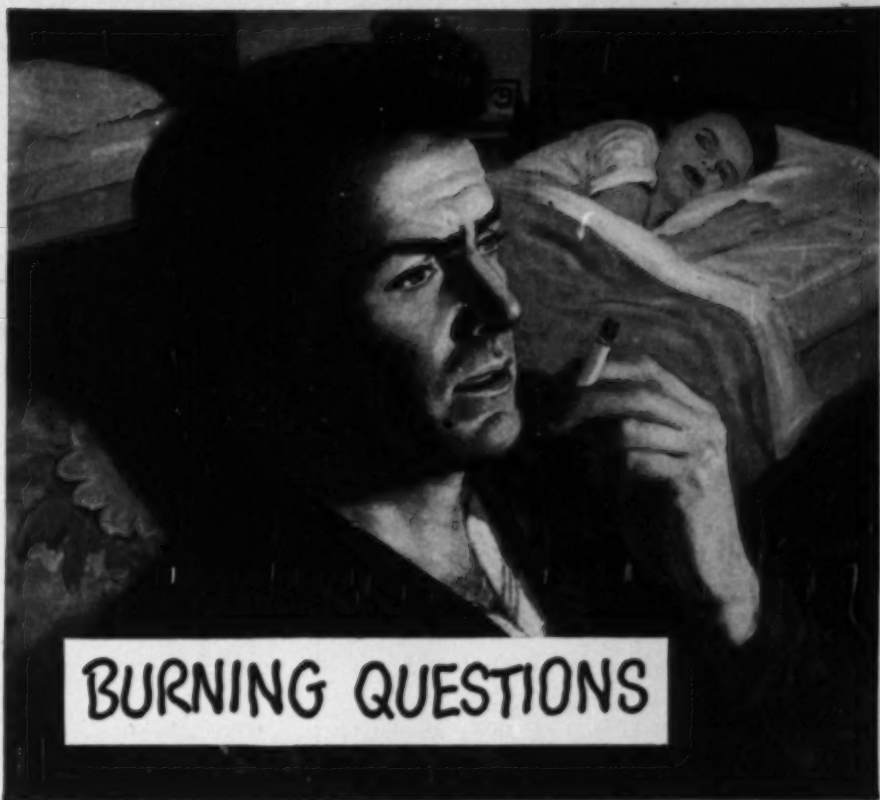
## New South Wales

(Continued from page 11)

In those areas where traffic is less serious, arrangements for the dismissal of pupils remain in the hands of the teachers and the school patrol squads.

The school patrol squad has evolved under police training and with the co-operation of the teaching body. Both boys and girls are chosen and, under regular training to a code of rules and a standard of behavior, prove most efficient in supervising the arrival and departure of their fellows from the schools.

Certain aids have been developed in this connection—standard flags, for example, are used by the patrol squad; at certain places the provision of a suitable post at some short distance from the school enables a warning flag to be hung during the period when pupils are crossing, while in other circumstances barriers of light wooden poles suitably painted, carrying a flag, are swung out over the roadway to create a traffic lane and to act as halt signals to oncoming traffic. It must be admitted, however, that it is difficult to define clearly those conditions which are entirely safe for the supervision of traffic by children even when the children are under the watchful eye of the teacher. The police department very readily acknowledges this, and from time to time, surveys are made to determine, if possible, the borderline, and to arrange, where warranted, for the control and supervision of traffic by the police.



## BURNING QUESTIONS

Late at night, some men do their hardest worrying. Each thought glows like the burning end of a cigarette. Chain-thoughts like:

"How am I doing my job? Have I reached my top? Are my best earning years numbered?"

"And how will that affect my other job—as husband, father, family provider? Will I be able to do the things we've planned? What about college for the children? And our home—will I always be able to meet payments?"

Every man has to ask himself these questions. And not till he finds the right answers will the worry about the future cease.

**One fundamental answer**, of course, lies in a systematic plan of saving—one that builds soundly for the years ahead.

U. S. Savings Bonds offer one of the simplest,

most profitable ways of saving ever devised.

There is the Payroll Savings Plan—an automatic system that tucks away a part of your earnings each payday into U. S. Savings Bonds. Bonds that pay you back four dollars for every three, after ten years.

If you're not on a salary, there's the equally convenient, equally profitable Bond-A-Month Plan at your bank.

**U. S. Savings Bonds** are one of the wisest investments any man can make. They cushion the future—*while you sleep!*

**AUTOMATIC SAVING IS  
SURE SAVING  
U.S. SAVINGS BONDS**



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use **MERCUROCHROME**

*for first aid*

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

\* Reg. U. S. Pat. Off.



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